

Socio-Psychological Analysis of Second Language Teaching Method Based on Task-Based Teaching Method

Jiaye Xie¹, Chucheng Yang²

The University of Hong Kong, Hong Kong, China

South China Agricultural University, Guang Zhou, China

Keywords: Task-based teaching, Second language teaching, Social psychology

Abstract: The curriculum of international Chinese teaching is generally divided into comprehensive courses and listening, speaking, reading and writing skills courses. Task-based teaching method is introduced into international Chinese teaching, which is mainly used in listening and speaking skills courses, while the application research of comprehensive courses is less. Combining the psychological process characteristics of learning English as a foreign language is a necessary prerequisite for improving the efficiency of teaching English to speakers of other languages. Effective teaching measures should pay attention to quantity input and quality catalysis, and pay attention to the creation of language environment and learners' language internalization. In the form of theoretical exposition and combining with the current situation of international Chinese teaching method, this paper puts forward the differences between the two languages in the process of second language teaching practice and the difficulties faced in the practice of task-based teaching method.

1. Introduction

China is the country with the largest number of English learners in the world, and Chinese people have invested amazing time and energy in learning English. With the rapid development of international Chinese teaching, we are also facing many problems and challenges. For example, the number of Chinese teachers as a foreign language is relatively insufficient, and the construction of teaching staff needs to be further strengthened. Among them, the appropriateness of teachers' teaching methods is directly related to the teaching effect and students' interest in international Chinese class (Allen & Sun, 1999) Task-based teaching method can not only effectively improve students' oral learning effect, but also improve students' learning enthusiasm to a great extent, thus promoting their learning initiative to a certain extent.

China is a multi-ethnic and multi-lingual country. It is of special value to analyze the influence of language use and bilingual education on ethnic relations in the process of ethnic communication, so as to promote the study of ethnic relations in China and provide theoretical basis for the harmonious coexistence among ethnic groups (Chen, 2019). Therefore, from the perspective of social psychology, exploring the relevant theoretical principles and basic teaching methods of English as a foreign language will play a very positive role in promoting English as a foreign language, which will be an important and new content of the reform of English as a foreign

language.

2. Task-Based Teaching Method

The essence of task-based teaching mode is to change the traditional classroom teaching mode, instead of learning by doing. This teaching method advocates the use of task-based language teaching to cultivate students' comprehensive ability to use language. Teachers should creatively design teaching activities close to students' reality according to the overall objectives of the course, and attract and organize students to actively participate. Students learn and use English to complete their learning tasks through thinking, investigation, discussion, communication and cooperation (Chou, 2017, Li & Ni 2013). Learners complete preset tasks through various language activities such as expression, communication, explanation and inquiry, so as to achieve the purpose of learning and mastering the target language. Task-based teaching method emphasizes the introduction of real language materials into learning. When designing tasks, students should take the scenes they may encounter in real life as the task background, so that students can use the language knowledge they have learned comprehensively and use language creatively in real or simulated real situations. In the dynamic activities, we will learn international Chinese knowledge imperceptibly and gradually establish our own internal language system. The process of group discussion provides students with opportunities for communication, which is helpful for learning the target language.

3. Differences in the Application of Task-Based Teaching Method between Teaching English to Speakers of Other Languages and International Chinese Teaching

In the Chinese context, there are great differences between Chinese and foreign students in the social activities they encounter in real life. This process can transform language learning into language practice and application, and strengthen students' ability to apply international Chinese. Language groups will strive to gain positive social identity, which will help to enhance the self-esteem of group members (Pan, 2019). However, the behavior of group members to gain positive recognition depends on their perception of the nature of the relationship between their own group and other groups, that is, the social belief system. If a native English speaker, such as a teacher, simplifies his English to help non-native English speakers understand what he said, it may give a good evaluation. For students whose mother tongue is not English, it is important to use both mother tongue and English in teaching. Therefore, using students' mother tongue as an intermediary in teaching can provide the basis for students to understand the language and develop their skills, and promote their academic progress and improve their English level.

In linguistics, the emergence of communicative approach is an important development. After that, many teaching methods aim at cultivating students' communicative competence, among which task-based approach is the extension and development of communicative approach. In actual teaching, we can all find that the students taught by the same teacher with the same teaching materials, environment, methods and time are very different. Besides their language talents, the more important thing is the difference between their interests, attitudes, self-confidence, motivation, love and other factors related to emotions or emotions. The vast majority of foreign students have a broad vision and have been to many countries, so the task design can be linked to the students' real life experience (Roy, 2017) Reflected in language, it is to adopt the language of the mainstream group, weaken the verbal markers of the native language, and adopt more foreign language terms and concepts that have nothing to do with the native language and culture, and even have no mainstream status in the native language and culture. Although this question is not affirmative, it reflects a tendency of language teaching to some extent.

The process of learning English is a process of perceiving and understanding pronunciation and symbols. In this process, there are individual differences in learning effect among learners, that is to say, the effect of language acquisition is unbalanced. Its individual cognitive development is closely related to the learning process. Constructivism focuses on the cognitive law of individual learning process, that is, how to learn independently in the process of individual development, how to construct meaning, and what role teachers and students play in teaching. All kinds of teaching methods are invariable, and teachers should choose a variety of methods flexibly according to the actual situation. Chinese students are under pressure to take exams, so there are many exam-taking parts in structural exercises in teaching English to speakers of other languages. When the speaker changes his original speech habit or style, it is a convergence phenomenon that the speaker is closer to the speech or style of the speaker. Task design should be based on students' learning interest and language level, and find out the best combination of teaching content and students' life experience and interest. Only in this way can students' learning motivation be aroused, students' desire to actively participate be stimulated, and students' language practice ability be cultivated (Tsai, 2015& Vattøy, 2020)

4. Socio-Psychological Analysis of Second Language Teaching Methods

4.1 Learning English as a Foreign Language is a Process in Which Learners' Cognition and Emotion Interact and Influence Each Other

The human brain constructs information by means of emotion. Abstract information is difficult to recall because it is separated from emotion. With the deepening of people's research on emotion and emotion, its value to cognitive or rational learning is increasing, and the efficiency of learning is often hindered by negative emotions. It often takes grammar as the key link and reads and translates texts under the guidance of grammar theory. Relying on mother tongue, translation is regarded as both teaching means and teaching purpose. This way of thinking makes scholars habitually “look back” to sum up the practical experience of teaching English as a second language and western linguistics. Instead of “looking forward”, it verifies the teaching theory of putting forward novel and distinctive international Chinese as a second language teaching. Translation method regards grammar as both a teaching means and a teaching purpose. Another characteristic of translation method is that it attaches great importance to rationality, applies the theory of mother tongue extensively in the teaching process, and trains learners repeatedly through extensive use of grammar knowledge. When people think that the inter-group boundary is insurmountable and feel weak, they will try their best to keep their language opposite. When people think that the group strength is great, they will feel that the group boundary is loose and open (Yin, 2018).

4.2 International Chinese Learning is a Linear and Nonlinear Alternating Process

If translation is an ancient way to teach European aristocratic children to learn extinct language, then direct law is a way to teach modern living languages. Therefore, how to make oral English class more vivid and effective through task-based learning has become an inevitable problem in second language teaching. To a great extent, it has a certain influence on second language acquisition. There are many individual differences that have obvious influence, among which age, learning style and learning strategy, learning motivation, individual IQ, gender difference, learning attitude, cultural background and social psychology are the most important. Language can play a positive role in group contact, and language use patterns directly affect the conditions that have been proved to promote positive group contact (Zhang, 2017 & Zhao 2018). Even in the student-centered classroom, the role of teachers is still very important. Processing strategies of language

information by students' psychological state at that time. Students who are interested in learning are much better at learning than those who hate learning. In the teaching process, teachers play a main role, while teachers are only helpers and promoters of meaning construction, guiding students to complete meaning construction.

Harmonious teacher-student relationship can provide a good atmosphere and harmonious interpersonal relationship for teaching, and lay a foundation for effective implementation of various teaching methods. There is evidence that interpersonal intimacy regulates the relationship between intergroup contact and positive attitude towards foreign groups; When the interaction between different groups involves some close people, the interaction is more associated with a more positive inter-group attitude. If learners get better learning results in a short time, they will work harder and harder in the next learning stage. On the contrary, if you don't learn well in the short term, you will be easily depressed or even give up. This naturally forms a virtuous circle or a vicious circle. However, for this reason, there are too few things that international Chinese teachers can learn from, which requires international Chinese teachers themselves to have the determination and perseverance to constantly explore. We should learn to speak by speaking, to read by reading, and to learn a foreign language by repeated practice and imitation. It is beneficial for students to acquire knowledge. However, the role of teachers is only to guide students to complete meaning construction, and the roles of teachers and students are changed in the process of meaning construction, not the relationship between knowledge instilling and recipients in traditional teaching.

4.3 Social Culture and Language Socialization

As the carrier of culture, language also contains cultural factors, and its role in the process of language socialization should not be ignored. However, the first problem of reading class in teaching Chinese as a second language is that students have great individual differences and the number of new words is limited, which makes them unable to complete extensive reading. If a learner regards learning a second foreign language as a hypothetical fact, he will take second language acquisition as a means or tool to achieve other purposes. For example, in order to go abroad or find a good job, you will get internal motivation. It is found that bilingual classes are more likely to promote inter-group friendship than pure English classes. If teachers are good at making every student participate in classroom communication activities, students will see their own value. Knowing oneself is indispensable for classroom communication activities. So as to care for and participate in classroom communication activities. In order to internalize the language, learners need to process and output the input information immediately, and understand, organize and apply activities to master and consolidate the language through dialogue, playing roles, answering questions and writing plays.

Comprehensibility of language input and tolerance of language output. Comprehensibility of language input refers to the difficulty and speed of language information input by teachers, which is easy for students to understand, otherwise students will have resentment and resistance if they don't understand it (Roy, 2017 & Tsai, 2015). That is to say, teaching two languages may promote the perception of cross-group similarity. In other words, what kind of learning strategies a learner adopts depends on his learning style to a great extent, and the learning strategies of a learner reflect his learning style to a certain extent. However, we can also find the breakthrough of foreign students' interest in Chinese traditional culture, design the classroom reasonably, and compare cultures to supplement and explain the reading materials. Sociolinguistics also studies the relationship between language and culture, which leads to the birth of cultural linguistics, but it does not point its tentacles at the bottom of social psychology of language. Problems such as color psychology and social culture, name and social culture can be studied from the perspective of social

cultural psychology in sociopsycholinguistics.

4.4 Second Language Acquisition and Intergroup Contact

For second language acquisition from the perspective of intergroup contact, the relationship among second language self-confidence, identity and positive social representation is the focus of research. Second language self-confidence involves using a second language confidently when encountering it. On the one hand, when students' self-esteem is threatened in the process of using and learning a foreign language, they may face the challenge bravely. On the other hand, some students have strong self-awareness, care too much about others' evaluation of themselves, and always worry about mistakes (Chou, 2017). This leads to excessive anxiety. Students with lower international Chinese proficiency can complete some relatively simple tasks in the process of writing, such as speaking fluent sentences and using accurate words, while students with better international Chinese proficiency should show their skills in rhetorical paragraph arrangement besides completing the basic tasks of fluent sentences. It is found that with the development of second language self-confidence, contact and identity, second language experience produces more signs of liking second language groups (Zhang, 2017). Therefore, the socialization of language cannot be separated from family factors. Children's mastery of words, language knowledge, language skills and styles are also influenced by their families to a certain extent.

5. Conclusion

As foreign language teachers, we have plenty of opportunities to observe various phenomena of students' language acceptance and output, which helps us to explore the rules of learners' learning foreign languages. In turn, this research result can promote the progress of teaching. The process of language learning is also a process of helping language to be socialized, which is long and complicated. Therefore, regardless of China's national conditions, it is not appropriate to regard the bilingual education system and policy of western multicultural countries as an education model with universal significance, or to adopt a unified national bilingual education model regardless of regional differences in language ecology. Localization of a new teaching model to adapt to the teaching of English as a foreign language and Chinese as an international language in China requires a process of continuous practice, summarization, reflection and re-practice.

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